YOUTH SERVICES GUIDELINES
for
South Carolina
Public Libraries
2002

SOUTH CAROLINA
**STATE
LIBRARY**

INTRODUCTION

The Youth Services Guidelines for South Carolina Public Libraries *is intended to be a companion to the* **South Carolina Public Library Standards** *(1998) published by the South Carolina State Library.*

This document was designed to provide some specific guidelines for children's services. It replaces the 1992 publication, *Guidelines for Children's Services in South Carolina*, which was developed under the auspices of the State Library and published by the Services for Children and Youth in Public and School Library Section of the South Carolina Library Association.

The purpose of this document is to give public libraries a tool to use to evaluate current services for children and teens and to help with planning for the future. It can be used in some of the following ways:

- Assess and evaluate the quality and effectiveness of current services to young people.
- Determine areas of service needing improvement.
- Determine priorities for services to children for a library system.
- Develop plans for implementing any needed new or expanded services.
- Examine the library's role in the community in providing services to children and families beyond the library's walls.

The largest part of the document focuses on services to children, long an important part of public library services. In the last few years there has been a renewed attention and interest in providing services to teens/young adults. In recognition of this, there is a short section at the end of the document, *Guidelines for Services to Teens/Young Adults.*

NEW

The Guidelines are divided into sections:

Administration of Children's Services
Human Resources (Personnel)
Materials and Collections
Services
Programming
Library Facilities for Children
Outreach and Community Partnerships
Guidelines for Services to Teens/Young Adults

Each section begins with a general statement, which sets the tone for what is to be covered in the section. The guidelines are presented in the form of a checklist which contain a number of indicators that the library may use for self-assessment. There are the following five possible choices for each item:

Yes.	The library meets the guideline.
No.	The library does not meet the guideline.
Planned	The library does not currently meet the guideline, but has plans to meet it.
Not Planned	The library does not currently meet the guideline and does not view the guideline as a high priority.
N/A	The guideline does not apply to the library.

This format is designed to make the guidelines a working document that can be used as a checklist as priorities, staffing, and services change and evolve. It can also be used as a basis for planning and discussion by both the children's department and library administration. It is intended as a planning and evaluation document for services to children and teens and not as a staff evaluation tool.

End of new part

The librarians who served on the State Library's Children's Services Advisory Committee, 1998-2000, and spent many long hours preparing this document were:

Wendy Allen, Children's Services Coordinator, Beaufort County Library
Abby Cleland, Children's Services Coordinator, Abbeville-Greenwood Regional Library
Salley Davidson, Director, Marion County Library
Roberta Dwelley, Branch Manager, Charleston County Library
Shirley Hildebran, Community Services Librarian, Fairfield County Library
Debra Lodge, Children's Coordinator, Dorchester County Library
Karen Moreau, Children's Services Librarian, Darlington County Library
Elizabeth Shuping, Youth Services Coordinator, Horry County Library
Susan Sponaas, Youth Services Coordinator, Greenville County Library
Tucker Taylor, Director, Newberry County Library
Jane Connor, Youth Services Consultant, South Carolina State Library

ADMINISTRATION OF CHILDREN'S SERVICES

The relationship between children's services and the library administration is a crucial part of providing quality services for children. The head of children's services must keep the director informed about both problems and accomplishments. Depending on the size and organization of the library, the head of children's services may coordinate, supervise, or set guidelines for services to children throughout the library system.

The administration of children's services varies widely based on the size and administrative structure of the library system. In many libraries, the administration of the children's services area in the main library is part of the responsibility of the head of children's services. This responsibility includes collections, scheduling and supervising any staff and activities in the children's area as well as evaluating services and doing short and long term planning.

	Yes	*No*	*Planned*	*Not Planned*	*N/A*
The head of children's services, in consultation with the department staff and library director, sets the goals and objectives for services to children.					
The head of children's services is an advocate for children and children's services within the library.					
The head of children's services supervises staff working in the children's area.					
The head of children's services ensures that staff is available to help children and adults using the children's area during all hours the library is open.					
The head of children's services, in consultation with other staff, is responsible for ensuring the quality, type, and amount of programming offered for children. main library throughout the system					

	Yes	No	Planned	Not Planned	N/A
The head of children's services provides training for staff as needed.					
The head of children's services is an advocate for reading. Acts as an advocate for child and family literacy within the library and the community. Is knowledgeable about non-library reading initiatives and projects in the service area that relate directly or indirectly to the library. Is knowledgeable on how reading contributes to child development and school readiness. Has a passion for reading.					
The head of children's services works with other department heads within the library.					
The children's department is represented on library committees such as collection development, automation and technology, policy, and budget.					
The head of children's services has a good working relationship with the library administration.					
There is a regular method of communication with the administration, such as monthly narrative and statistical reports or regular meetings.					
The head of children's services ensures that all staff in the library understand the philosophy and purpose of services, programs and activities, and materials for children.					

	Yes	No	Planned	Not Planned	N/A
If the library has a children's coordinator, the coordinator has authority over the structure and quality of programs for children throughout the system.					
Children's services has a policy for programming for children. It includes: Age range for specific programs Any limitations on numbers of children Types of programs offered for children, families, and other adults working with children.					
The head of children's services is responsible for the collection development or, in larger systems, for coordinating collection development for all library facilities in order to ensure similar quality throughout the system.					
The head of children's services is responsible for monitoring the budget for materials and other department expenses.					

Additional Resources on Administration of Children's Services

Fasick, Adele M. *Managing Children's Services in the Public Library*. Libraries Unlimited, 1998.

Kids welcome here! Writing Public Library Policies That Promote Use by Young People. Edited by Anne E. Simon. New York Library Association, 1990.

Steele, Anitra T*. Bare Bones Children's Services: Tips for Public Library Generalists*. A.L.A., 2001.

Unattended Children in the Public Library: A Resource Guide. ALSC. ALTA. PLA, 2000.

Walter, Virginia A. *Children & Libraries: Getting It Right*. A.L.A, 2001.

Walter, Virginia A. *Output Measures for Public Library Service to Children*. A.L.A., 1992.

Willett, Holly G. *Public Library Youth Services: A Public Policy Approach*. Ablex, 1995.

Youth Services Librarians as Managers: A How-to Guide from Budgeting to Personnel. Compiled and edited by Kathleen Staerkel et al. A.L.A, 1995.

HUMAN RESOURCES (PERSONNEL)

The quality and quantity of staff members helps determine the breadth and quality of the library's ability to assist children in selecting materials and to provide programming for a variety of ages, as well as to provide outreach services and work with other groups and agencies. In addition to staffing children's areas and in-library programs for children from birth to age eleven or twelve, as well as programs and workshops for parents and others working with children, staff work with child care and other programs. The size, qualifications, and skills of the staff help determine what services can be offered.

	Yes	No	Planned	Not Planned	N/A
The library employs a children's librarian(s) who has the knowledge and skills necessary to meet the needs of children and adults using the children's area of the library. Fundamental knowledge of child and adolescent development. Ability to work with children of a variety of ages. Knowledge of children's literature. Ability to critically evaluate books and other materials. Ability to plan and conduct programs for children of different age groups.					
The head of children's services for the library system has the necessary training and experience. *Basic*: Training by experience. *Full*: Master's degree in library and information science from an A.L.A. accredited institution. *Comprehensive*: Master's degree plus 5 or more years of experience.					

	Yes	No	Planned	Not Planned	N/A
There is one staff member in children's services for every _____* children in the service area (This includes branch staff assigned to children's services). *This number will vary based on population, geographic service area, and number of library outlets. *Basic:* There is one staff member who provides services to children at all locations. *Full:* There is a staff member designated at each branch to provide services to children. *Comprehensive:* There is a coordinator of children's services and professional librarians are on the floor during all hours the library is open.					
Branches with multiple staff members have at least one person designated to provide service to children.					
The library ensures that staff working in children's services has the following skills and abilities: Understanding of how children's services fits within the library organization. Likes children and enjoys working with them. Empathy, understanding, rapport and respect for children. Ability to relate to children from a variety of backgrounds. Basic knowledge of children's books, both fiction and nonfiction.					

	Yes	No	Planned	Not Planned	N/A
Basic understanding of the role reading and books make in a child's growth and development.					
Skills in providing reference service for children.					
Good computer skills including Internet searching at a child's level.					
Good written and oral communication skills.					
Ability and skills to lead successful programs for children.					
Knowledge of the community(ies) served by the library.					
Understanding of the principles of intellectual freedom.					
The head of children's services and all professional librarians in children's services also have the following additional skills: Extensive knowledge of children's literature and materials in all formats. Skill in helping children identify fiction and nonfiction books they would enjoy reading (readers advisory skills). Ability to form effective relationships with other people and organizations in the community. Knowledge of budgeting methods and procedures.					

	Yes	No	Planned	Not Planned	N/A
Knowledge of the collection development process and how to develop and maintain a high quality collection for children. Knowledge of the current collection and its strengths and weaknesses. Knowledge of methods used in selection and of standard review sources. Print resources. Electronic and Internet resources.					
Understanding of weeding as a part of the collection development process.					
The head of children's services is on at least the same salary grade as other department heads and receives a commensurate salary.					
The library works to ensure that the head of children's services has the skills necessary to administer the department on a day-to-day basis without direct supervision. Problem solving Supervision Good judgment Planning skills The children's librarian understands the importance and methods of planning for attaining both short and long term goals. The children's librarian understands the importance of setting goals and objectives for the department.					

	Yes	No	Planned	Not Planned	N/A
The library encourages children's librarian(s) to belong to professional library organizations.					
The library provides opportunities for staff in children's services to actively participate continuing education events, including workshops, meetings, and conferences.					
All library staff receives some training in service needs of children.					
Volunteers do not replace trained youth services employees.					

Additional Resources on
Personnel

Children's Services Training Manual. Compiled by Lynn Eisenhut. North State Cooperative Library System, 1997.

Davis, H. Scott. *New Employees Orientation: A How-To-Do-It Manual for Librarians*. Neal Schuman, 1994.

Giesecke, Joan. *Practical Strategies for Library Managers* A.L.A., 2001.

Information Services Checklist for Adult's and Children's Staff. Prepared by the Fairfax County Public Library. PLA, 1997.

MATERIALS AND COLLECTIONS

Public libraries in South Carolina play an important role in contributing to children's reading development. Public library collections contribute to children's development and literacy by providing books and other materials in a variety of formats for a wide range of ages and stages of reading development.

Collections attempt to serve the needs of children from birth to adolescence by providing a wide variety of materials. The collection also serves parents and other adults who work with children.

The collection includes materials that support and supplement the resources of school curriculums, but its overall purpose is to meet a variety of recreational and educational needs.

The children's services staff has the responsibility for development of the children's collection and, in some libraries, for the collection for teens as well.

	Yes	No	Planned	Not Planned	N/A
Collections for children are addressed in the library's materials selection policy.					
The library has a collection development plan for youth services.					
The collection development plan includes : Criteria and guidelines for materials selection. The methodology used for selection of materials. A plan for regular evaluation of the collection. The age range for the children's collection. The age range for the young adult (teen) collection.					

	Yes	No	Planned	Not Planned	N/A
Format and binding recommendations for various parts of the collection.					
The library uses a variety of professionally recognized selection tools and guidelines for materials selection.					

The children's department routinely utilizes a minimum of two standard review sources for selection of new materials.
 	
Booklist
 	
Bulletin of the Center of Children's Books
 	
Horn Book Guide
 	
Horn Book Magazine
 	
Kirkus
 	
School Library Journal
 	
Science Books and Films
 	
Quality online reviews
    Examples: Cooperative Children's Book Center
    www.soemadison.wisc.edu/ccbc/
 	
    Notable Children's Books for Young People
    www.ncss.org/resources/notable/home.html
 	
    Outstanding Science Trade Books for Children
    www.nsta.org/ostbc					

	Yes	No	Planned	Not Planned	N/A
The children's department also uses annual lists of best books as a selection tool. Examples: *Notable Children's Books, Video etc. (A.L.A.)* Note: These are printed in Booklist and are on the Association for Library Service to Children website (*www.ala.org/alsc/awards.html*); Annual lists of best books in library review periodicals; Award books.					
The children's department utilizes bibliographies for retrospective ordering such as: *Children's Catalog* *Best Books for Children* Subject bibliographies					
The children's services staff allocates a specific percent of its budget to various parts of the collection including: Print Materials: Picture books/easy readers Children's fiction Children's nonfiction Paperback books Children's reference books Children's magazines Nonprint Materials: Music Stories Books on tape/CD Videocassettes/DVD Computer software Other _____					
There is a plan for retention, replacement, and withdrawal of material.					

	Yes	No	Planned	Not Planned	N/A
The library has procedures for handling materials reconsideration requests/challenges. (See sample form at end of document.)					
The children's librarian has overall responsibility for the development of the children's collection.					
The children's department is allocated a specific budget each fiscal year (minimum of 20 to 25% of materials budget) for collections that reflects use and collection needs.					
The children's materials budget allocation is based on a percentage of the library's total materials budget. The budget reflects the following factors: Collection strengths and weaknesses. Size of children's population in the service area. Need to replace worn, lost, damaged, and outdated materials. Need to develop or focus on special areas of the collection. Percent of total library circulation that is materials for children. The budget is adequate to meet collection development goals. Children's services staff is given time for collection development.					

	Yes	No	Planned	Not Planned	N/A
Children's services staff uses its knowledge of the collection in making purchasing decisions.					
Children's services staff knows about various bindings and selects books in the most appropriate binding or format to meet the library's needs.					
Children's services staff is aware of local school curriculum needs and takes this into consideration when making purchasing decisions.					
Children's services staff responds to suggestions for additions to the collection from children, parents, and others in community.					
The collection is appealing and useful.					
The collection in all facilities is current and up-to-date.					
The collection in all facilities is physically attractive and appealing to children.					
There is a schedule for weeding and maintenance to ensure it is done on a continuous, regular basis.					
There is a balance of standard titles and current high demand titles.					
A percentage of the budget is allocated for replacement of materials.					
Library staff members strive to select materials that meet the needs, interests, and reading levels of youth.					

	Yes	No	Planned	Not Planned	N/A
The collection reflects the diversity of the community and of society.					
The collection reflects a diversity of points of view and interests.					
The collection meets the needs of special populations.					
The collections for children are accessible.					
The collection is accessible during all hours the library is open.					
The shelving of the collection makes it accessible to the age group for which it is intended.					
Children's services staff has input into the location of items within the collection.					
Children's services staff encourages use of the collection by children and adults.					
Children's services staff uses its knowledge about the collection in assisting users.					
Children's services staff actively promotes the collection through displays, booklists, and outreach activities.					
Access to electronic resources is provided for children.					
Electronic resources, including databases and the Internet, are equally available to children.					

	Yes	No	Planned	Not Planned	N/A
Access to electronic resources is available to children at all library locations.					
The library provides some guidance for children using the Internet to help them identify recommended sites that are useful and appropriate for their needs.					
The library has a website or links to websites with recommended sites for children.					

Additional Resources on Materials and Collections

Boon, Belinda. *The CREW Method: Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-sized Public Libraries*. Texas State Library, 1995.

Gillespie, John Thomas, *Guides to Collection Development for Children and Young Adults*. Libraries Unlimited, 1998.

Horning, Kathleen T. *From Cover to Cover: Evaluating and Reviewing Children's Books*. HarperCollins, 1997.

General Bibliographies

Reading in Series: A Selection Guide to Books for Children. Edited by Catherine Barr. Bowker, 1999.

Children's Catalog. H.W. Wilson. Latest edition.

Best Books for Children. Bowker. Latest Edition.

Subject Bibliographies

Dole, Patricia Pearl. *Children's Books About Religion*. Libraries Unlimited, 1999.

Kruse, Ginny Moore et al. *Multicultural Literature for Children and Young Adults: A Selected Listing of Books By and About People of Color*. Cooperative Children's Book Center and Wisconsin Dept. of Public Instruction, 1997.

Lipson, Eden Ross. *The New York Times Parent's Guide to the Best Books for Children.* Three Rivers Press, 2000.

Rand, Donna and Toni Trent Parker. *Black Books Galore!--Guide to Great African American Children's Books about Boys*. Wiley, 2001.

Rand, Donna and Toni Trent Parker. *Black Books Galore!--Guide to Great African American Children's Books about Girls*. Wiley, 2001.

Schon, Isabel. *Recommended Books in Spanish for Children and Young Adults, 1996 through 1999*. Scarecrow Press, 2000.

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Intellectual Freedom for Children: The Censor is Coming. Written and compiled by the Intellectual Freedom Committee, Association for Library Service to Children. A.L.A., 2000.

Folke, Carolyn Winters. *Dealing with Selection and Censorship: a Handbook for Wisconsin Schools and Libraries*. Wisconsin Department of Public Instruction, 1999.

Symons, Ann. *Protecting the Right to Read: a How-to-do-it Manual for School and Public Libraries*. Neal-Schuman, 1995.

SERVICES

Providing quality service to children, parents, and others working with children is the core of library service to children. Reference services to children provide support to children's education as well as providing information to meet personal interests and needs. Quality print and electronic reference resources must be easily available to children with adequate staff to assist in their use. Helping children identify books they will enjoy for personal reading through talking about books, suggesting titles and providing booklists is essential if young people are to make full use of the collection. Likewise, assisting children in identifying useful and enjoyable electronic resources will help them make wise use of these expanding resources.

Programming is an important tool to introduce children to books and reading and to extend their experiences with books. By providing activities for children on a variety of topics, libraries help children to expand their knowledge and develop new interests. Programming also gives the library visibility in the community and contributes to an increase in circulation, registration and library use.

	Yes	No	Planned	Not Planned	N/A
The library has a plan for developing and improving services for children. (Note: This can be part of the library's general planning document.)					
The plan is developed with input from staff, administration, and the community. Community input from both children and adults is sought as part of the planning and goal setting process, using one or more of the following methods: Survey Interview soliciting suggestions program evaluation focus group or advisory committee					
The children's department staff annually addresses progress toward meeting the goals and objectives of the long-range plan and makes changes as needed.					

	Yes	No	Planned	Not Planned	N/A

The children's department maintains the following statistics:
 	
     Number of programs
 	
     Attendance by type of program
 	
     Reference transactions
 	
     Readers advisory transactions
 	
     Circulation					

The children's department uses output measures such as turnover rate and circulation/capita.					
The library maintains separate children's and adult reference and circulation statistics.					
Staff utilize statistics for measurement and evaluation of reference service to children and teenagers.					
Staff working with children meet regularly to discuss services.					

REFERENCE AND READER'S ADVISORY SERVICES

	Yes	No	Planned	Not Planned	N/A
The library provides high quality reference service for children and adults serving children. Children have access to all library information resources and services. The library has staff members who are competent in serving children available during all hours of library service.					
All children's and reference staff have training in how to meet children's information needs.					
Staff uses reference and interview skills that are age and grade appropriate.					
Staff uses bibliographic instruction, as appropriate, in providing reference services for children.					
Reference resources for children and youth are age and grade appropriate.					
The children's reference collection is up-to-date and current.					
Children are welcome to use the library's reference department.					
Children are given referrals to the reference department as needed.					
Children may request items through interlibrary loan.					
The library's online catalog is available at an appropriate height for children.					

	Yes	No	Planned	Not Planned	N/A
Library skills instruction is provided as needed.					
The staff knows how to use print and electronic resources to help children find information.					
The staff is skilled at using DISCUS resources, including those directed at children.					
The staff is skilled at using other databases.					
The staff is skilled at using the Internet to find information.					
The library maintains a website with links to appropriate sites for children's research.					
The library has a good working relationship with local public and private schools.					
The library recognizes its important role in helping children and youth find information for homework.					
Public library staff is familiar with local school library media centers and their resources.					
The library initiates two-way communication with local schools.					
The library encourages schools to communicate information on assignments.					
The library has an assignment alert form.					
The library has an online assignment alert form.					

	Yes	No	Planned	Not Planned	N/A
School library media specialists and teachers are provided with a library e-mail address, as well as fax and telephone number.					
The library is aware of the special information needs of homeschoolers.					
The library provides high quality readers advisory service for children.					
Staff is trained in how to assist children in selecting books and other materials.					
Staff is expected to read and keep up with children's books in the collection.					
Staff is regularly given the opportunity to examine new materials before they are shelved into the collection.					
Staff is given some time to read children's books during work hours in order to provide assistance to children. The library has resources to assist staff with reader's advisory work.					
The library provides booklists of suggested books and other materials and updates them regularly.					
The library provides displays to interest people in collections.					

	Yes	No	Planned	Not Planned	N/A
Staff provides assistance to adults in use of children's materials. Parents. Child care staff. Teachers. College and university students.					
Library staff actively promotes reading in the library.					
Library staff actively promotes reading in the community.					

Reading promotion utilizes some of the following methods:
 	
    Booklists and bibliographies.
 	
    Booktalking.
 	
    Exhibits and displays to interest people in the collections.
 	
    Newspaper articles.
 	
    Radio/television interviews.
 	
    Utilizing the library's web pages.
 	
    Presentations to community groups.
 	
    Participation in appropriate community events.
 	
    Working with local schools, bookstores, and other groups supporting reading.
 	
    Workshops and other training for parents and adults who work with children.					

Staff provides group and class tours and introductions to the library and its resources.					
Children's department staff actively supports community reading and learning initiatives, such as family literacy programs and First Steps to School Readiness.					
The library and its staff are highly visible participants in the community.					

	Yes	No	Planned	Not Planned	N/A
Children have access to computers and to the Internet.					
Computer workstations with developmentally appropriate educational software are available for use in the library.					
Policies for computer and Internet use for children are written to allow them the greatest possible independent access.					
If the library has a web page, there is a separate section for children.					
Children's services staff participates in ongoing training in the library's electronic resources.					
Children's services staff is involved in the library's planning for electronic resources.					
The library makes the children's and youth versions of databases, where available, the opening screen at appropriate terminals.					

PROGRAMMING

	Yes	No	Planned	Not Planned	N/A
All programming supports the library's purpose, goals and objectives.					
The library provides programming for children of various ages and interests.					
The library has staff trained to do a variety of programs for children.					
The library has sufficient staff to meet its programming objectives.					
The library ensures that staff members working with children in headquarters and all branches are trained in programming skills and providing outreach services.					
Staff conducting programs for children is given time to plan and prepare programs.					
The library provides a variety of programming to meet the needs of the community's children. (see chart on page 33)					
The library works to ensure that programming is of equal quality in all library locations.					
The library works cooperatively with local agencies and organizations to provide programming for youth.					

	Yes	No	Planned	Not Planned	N/A
The library offers programming at a variety of days and times in order to meet community needs.					
Library programs for children are free of charge.					
The library seeks to involve children with disabilities in library programs.					
Reasonable accommodations are available upon request to enable persons with disabilities to participate in programs.					
Library programs for children are regularly evaluated in order to make changes and improvements.					
Programming for children is supported by a separate line item in the budget.					
The library provides a place for programming for children.					
Programming is planned to reflect the diversity in the community and society at large.					
The library promotes and advertises its programs and services for children in a variety of ways. Print and nonprint media. Flyers. Web page. School newsletters. Presentations about the library to parents, teachers and other adults. Presentations about the library to children such as school visits.					

The library provides children in child care centers with books and other materials and book-based programs using one of more of the following methods:
 	
    Regular book check out.
 	
    Institutional library cards for child care centers.
 	
    Scheduled programs in the library on a regular basis or by arrangement.
 	
    Programs at child care centers conducted by library staff.
 	
    Bookmobile or other delivery services to child care centers.
 	
    Book deposits.
 	
    Story kits.
 	
    Other _____					

PROGRAMMING FOR CHILDREN, TEENAGERS, AND ADULTS WORKING WITH CHILDREN

CHECK THE PROGRAMS THAT THE LIBRARY CURRENTLY OFFERS	Infants	Toddlers	Pre-school	Elemen-tary School	Middle School	High School	Youth with Special Needs	Home School	Parents	Teachers	Child Care Providers	Youth Agencies	Other ____	Other ____	Other ____
Story/Storytelling Programs															
Other literature-related programs – puppetry, drama, etc.															
Activity programs – crafts, music, etc.															
Summer Reading Program															
Other Reading Incentive Programs															
Book Talks															
Class visits to the library															
Class visits in schools															
Group visits to the library															
Tours of Library															
Author/illustrator visits															
Information Programs															
Book Discussion Groups															
Youth Advisory Council															
Special Events															
Family Literacy Activities															
Workshops/Training															
Other _____															
Other _____															
Other _____															

Additional Resources on Services

Achieving School Readiness: Public Libraries and National Education Goal no. 1: with a "Prototype of public library services for young children and their families." Edited by Barbara Froling Immroth and Viki Ash-Geisler. Chicago: A.L.A., 1995.

And a Good Time was Had by All: A Guidebook for Structuring Successful Summers at the Library. Youth Services Section, Wisconsin Library Association, 1997.

Including Families of Children with Special Needs: A How-to-do-it Manual for Librarians. Feinberg et al. Neal Schuman, 1999.

Library Services to Youth of Hispanic Heritage. Edited by Barbara Immroth and Kathleen de la Peña McCook. McFarland, 2000.

Public Library Services for Youth with Special Needs: A Plan for Wisconsin. Wisconsin Dept. of Public Instruction, 1999.

Reference and Reader's Advisory Services

Baxter, Kathleen A. and Marcia A. Kochel. *Gotcha! Nonfiction Booktalks to get Kids Excited about Reading*. Libraries Unlimited, 1999.

The New Books Kids Like. Edited by Sharon Deeds and Catherine Chastain. A.L.A., 2001

Lima, Carolyn. *A to Zoo: Subject Access to Children's Picture Books.* Latest edition

Odean, Kathleen. *Great Books about Things Kids Love: More Than 750 Recommended Books for Children 3 to 14.* Ballantine Books, 2001.

Steiner, Stanley F. *Promoting a Global Community through Multicultural Children's Literature.* Libraries Unlimited, 2001.

Volz, Bridget Dealy et al. Junior Genreflecting: A Guide to Good Reads and Series Fiction for Children*. Libraries Unlimited, 2000.

Additional Resources on
Programming

Bauer, Caroline Feller. *Leading Kids to Books Through Crafts*. A.L.A., 2000.

Bauer, Caroline Feller. *Leading Kids to Books Through Magic* A.L.A., 1996.

Bauer, Caroline Feller. *Leading Kids to Books Through Puppets*. A.L.A., 1997.

Bauer, Caroline Feller. *Presenting Reader's Theater: Plays and Poems to Read Aloud*. H.W. Wilson, 1987.

Bauer, Caroline Feller. *Read for the Fun of It: Active Programming with Books for Children*. H.W. Wilson, 1992.

Briggs, Diane. *52 Programs for Preschoolers: The Librarian's Year-round Planner*. A.L.A., 1997.

Briggs, Diane*. Flannel Board Fun: A Collection of Stories, Songs, and Poems* Scarecrow Press, 1992.

Cullum, Carolyn N. *The Storytime Sourcebook: A Compendium of Ideas and Resources for Storytellers*. Neal Schuman, 1999.

Ernst, Linda L. *Lapsit Services for the Very Young II: A How-to-do-it Manual*. Neal-Schuman, 2001.

Cobb, Jane. *I'm a Little Teapot! Presenting Preschool Storytime*. Vancouver: Black Sheep Press, 1996.

DeSalvo, Nancy. *Beginning With Books: Library Programming for Infants, Toddlers, and Preschoolers.* Library Professional Publications, 1993.

Fiore, Carole D. *Running Summer Library Reading Programs: A How-to-do-it Manual*. Neal-Schuman ,1998.

Jeffery, Debby Ann. *Literate Beginnings: Programs for Babies and Toddlers.* A.L.A., 1995.

Kladder, Jeri. *Story Hour: 55 Preschool Programs for Public Libraries*. McFarland, 1995.

Leading Kids to Books with Caroline Feller Bauer. Library Video Network, 1997. VIDEOTAPE

Marino, Jane*. Mother Goose Time: Library Programs for Babies and their Caregivers.* H.W. Wilson Co., 1992.

Marino, Jane. *Sing Us a Story: Using Music in Preschool and Family Storytimes*. H.W. Wilson, 1994.

Painter, William M. *Storytelling with Music, Puppets, and Arts for Libraries and Classrooms.* Library Professional Publications, 1994.

Programming for Young Children: Birth through Age Five. Prepared by Carole D. Fiore with assistance from Sue McCleaf Nespeca. A.L.A., 1996.

Reid, Rob. *Children's Jukebox: A Subject Guide to Musical Recordings and Programming Ideas for Songsters Ages One to Twelve* A.L.A., 1995.

Reid, Rob. *Family Storytime: Twenty-four Creative Programs for All Ages*. A.L.A., 1999.

Sierra, Judy. *The Flannel Board Storytelling Book*. H.W. Wilson, 1997.

Stephens, Claire Gatrell. *Coretta Scott King Award Books: Using Great Literature with Children and Young Adults*. Libraries Unlimited, 2000.

Storytime for babies: It's a Snap! Springfield, Mo, Southwest Missouri State University, Department of Media Services, Educational Media, 2000. VIDEOTAPE

Talk It Up! Book Discussion Programs for Young People. Youth Services Section, New York Library Association, 1999.

Wade, Meredith. *Mother Goose Asks "Why?" Program Leader's Manual: An Early Childhood Project Introducing Science through Great Children's Literature.* Vermont Center for the Book, 1998.

Wadham, Tim. *Programming with Latino Children's Materials: A How-to-do-it Manual for Librarians.* Neal-Schuman, 1999.

What Works: Developmentally Appropriate Library Programs for Very Young Children. Youth Services Section, New York Library Association, 1999.

LIBRARY FACILITIES FOR CHILDREN

The children's area should be comfortable and inviting to all ages. It should be in a convenient location within the library. The children's area should be designed to appeal to children of all ages. It should be able to accommodate a variety of uses including individual reading and computer use, adults reading to children, research, small groups working together, and in some cases, programs for children. Because it serves children from birth up to adolescence, as well as adults who are using children's materials, it is important to have furnishings that meet the needs of a variety of ages and sizes of people as well as open areas. If possible, a separate area or room should be available for programs.

	Yes	*No*	*Planned*	*Not Planned*	*N/A*
The library has an area designated for children.					
The children's area is attractive and inviting.					
There is adequate shelving to house and display the collection. Shelving is the appropriate height and depth for children's materials. There is space for displaying books and other materials in the collection.					
The children's area has been designed to meet children's needs.					
Furnishings are age- and size-appropriate for children of a variety of ages. There is sufficient furniture for children doing research or homework. The furniture includes comfortable lounge seating. There is furniture that encourages parent and child book-sharing.					
Children's personal safety has been considered in room arrangement and furnishings.					

	Yes	No	Planned	Not Planned	N/A
Restrooms and drinking fountains are easily accessible to children.					
Restrooms contain a diaper changing area.					
Computer workstations and other equipment are placed at an appropriate height for children's use.					
Computer workstations are located for ease of supervision and providing assistance.					
There is a service desk for staff in the children's area.					
Space is designated for displays/exhibits.					
Space is provided to display printed materials such as brochures and flyers.					
Space is provided for children's programming outside of the public area. Note: This can be the library meeting room.					
If children's programming is done in the children's area, there is an open area sufficient in size.					
The programming area has furniture and equipment to support a variety of activities. There is adequate storage for programming supplies. Lighting is flexible to allow adjustment for various activities. There is a sink in the programming area.					

	Yes	No	Planned	Not Planned	N/A
There is a restroom in the children's area or library restrooms that are located where they can be seen by staff at all times. The children's area is evaluated regularly to ensure it complies with safety regulations.					
Children's services staff has adequate non-public work area and storage space. The work area is adjacent to the children's area.					
The children's librarian is consulted in planning buildings or major renovations.					

Additional Resources
Library Facilities for Children

Feinberg, Sandra, Joan F. Kuchner and Sari Feldman. *Learning Environments for Young Children: Rethinking Library Spaces and Services.* A.L.A., 1998.
(see especially Chapter 3)

OUTREACH AND COMMUNITY PARTNERSHIPS

Connecting and working with other community agencies is essential if libraries are to meet the needs of children and their public library. Cooperative relationships can lead to cooperative or shared activities and help avoid unnecessary duplication of services.

Outreach services allow the public library to serve citizens who may not be able to get to the public library. Outreach services include everything from providing programming and materials to special groups in or out of the library buildings to providing access to information offsite via the Internet. By offering services such as story programs, storytelling, information about library resources, booktalking, and bibliographies, the library helps all citizens to learn about and utilize library resources.

	Yes	No	Planned	Not Planned	N/A
Library staff collaborates with staff from other agencies.					

The library works with other community agencies to meet the needs of children and families.
 	
    child care centers
 	
    public schools
 	
    private schools
 	
    homeschooling organizations
 	
    social service agencies
 	
    health departments
 	
    literacy organizations
 	
    clubs and organizations that focus on the needs of children
 	
    recreational agencies
 	
    other _____					

	Yes	No	Planned	Not Planned	N/A
The library allows staff time to attend meetings with other agencies involving children and families.					
The library has a method for serving children in child care centers. Story hours at the library. Story hours at child care centers. Bookmobile service to child care centers. Book deposit collections for child care centers. Story boxes or kits. other					
The library takes a leadership role in promoting family literacy in the community.					
The library promotes its collection, programs, and other resources that could be used by child care providers and parents in the community.					
The library promotes its resources on early childhood development and education and on parenting.					
Staff is knowledgeable about statistical information on children and families in the service area of the library.					
Staff is knowledgeable about community initiatives and projects directed toward children and families.					

	Yes	No	Planned	Not Planned	N/A
The library staff participates in community initiatives involving children and families.					
The library provides information about library services and resources to community organizations and initiatives.					
Staff has regular contact with local school library media specialists through methods such as visits, meetings, or e-mail.					
The library provides training for child care staff on children's literature and reading to children, and other topics related to reading.					
The library coordinates or provides other training for child care staff to help them meet training requirements for licensing.					
The library seeks approval for workshops from the appropriate child care training regulatory agency to allow child care staff to count training provided by the library towards annual training requirements.					
The library offers other adults working with children, including teachers, training in using books and other library resources effectively with children.					
The library offers workshops for parents.					

Additional Resources
Outreach and Community Partnerships

Feinberg, Sandra, and Sari Feldman. *Serving Families and Children Through Partnerships: A How-to-do-it Manual*. Neal-Schuman, 1996.

Mathews, Virginia H. *A Library Head Start to Literacy: The Resource Notebook for the Library-Museum-Head Start Partnership*. Library of Congress, Center for the Book, 1999.

Mediavilla, Cindy. *Creating the Full-Service Homework Center in Your Library*. A.L.A., 2001.

Report of Survey of Public Library Services to Child Care Centers in South Carolina by Jane G. Connor. South Carolina State Library, 1997.

Pates, Andrew and Steve Sumerford. *Smart Start in our Libraries: A Reference Manual Based on the Experiences of Public Libraries in North Carolina's Smart Start Initiative*. Greensboro Public Library, Glenwood Branch, 1997.

Turner, Molly and Nancy Kober*. From Thibodaux to Tucumcari: Family Literacy in Rural Libraries*. Library of Congress, Center for the Book, 1998.

GUIDELINES FOR SERVICES TO TEENS/YOUNG ADULTS

Most middle and high school students will use the library's reference department for assistance in finding information whether for homework, research projects, or personal use. However, there is a need for a collection of popular reading materials for teenagers and a place where they can be relaxed and comfortable in the library.

There is a trend for teen/young adult services to begin with youth in sixth or seventh grade before they are strictly teenagers.

	Yes	No	Planned	Not Planned	N/A
The library has a plan for developing and improving services for teens.					
The needs of teens are considered in overall library planning.					
Teens are invited to provide input as part of the library's planning and goal setting process.					
The library has an area designated for teens. The teen area is located away from the children's area. The teen area is attractive and inviting. The teen area has comfortable furniture. The library has a homework center for teens.					
The teen/young adult librarian has overall responsibility for the development of the collection for teenagers. If there is no teen/young adult librarian, the library assigns responsibility for collection development for teenagers.					
The staff member responsible for services to teens ensures that staff in the library staff understands, the philosophy and programs and activities of services to teens.					

	Yes	No	Planned	Not Planned	N/A

The budget for materials reflects:
 	
    Size of population in service area of teens targeted for this collection.
 	
    Percent of total library circulation that is materials for teens.					

The library supports the intellectual freedom of teenagers.					
Electronic resources, including databases and the Internet, are equally available to teenagers.					

The library offers programming for teens.
 	
    Basic (one to two programs a year)
    Full (three to six programs a year
    Comprehensive (seven or more programs per year.					

The library works with other agencies and organizations to provide programming for teens.					
The library has volunteer opportunities for teens.					
The library has a working relationship with local middle and high schools.					
The library provides booklists and other guides to books for teens.					
The library has a display area to highlight teen materials.					
The library offers a summer reading program for teens.					

	Yes	No	Planned	Not Planned	N/A
The library works to make teens aware of library services. News articles Publicity through schools Flyers Other _____					

Additional Resources
Services to Teens/Young Adult

Best Books for Young Teen Readers, Grades 7 to 10. Edited by John T. Gillespie, R.R. Bowker, 2000.

Bromann, Jennifer. *Booktalking That Works*. Neal-Schuman, 2001.

Cart, Michael. *Collection Development: Knowledge & Selection of Materials*. North State Cooperative Library System, 2000. VIDEOTAPE

Carter, Betty et al. *Best Books for Young Adults*. A.L.A., 2000.

Excellence in Library Services to Young Adults: The Nation's Top Programs. Edited by Mary K. Chelton, YASD, A.L.A., 2000.

Jones, Patrick and Joel Shoemaker. *Do it Right! Best Practices for Serving Young Adults in School and Public Libraries*. Neal-Schuman, 2001.

Jones, Patrick. *Connecting Young Adults and Libraries: a How-to-do-it Manual*. Neal-Schuman, 1998.

Knowles, Elizabeth. *Reading Rules! Motivating Teens to Read*. Libraries Unlimited, 2001.

Mondowney, JoAnn G. *Hold Them in Your Heart: Successful Strategies for Library Services to At-Risk Teens*. Neal-Schuman Publishers, 2001.

Programming for Young Adults. by Michael Cart. North State Cooperative Library System, 2000. VIDEOTAPE

Schall, Lucy. *Booktalks Plus: Motivating Teens to Read*. Libraries Unlimited, 2001.

Vaillancourt, Renée J. *Bare Bones Young Adult Services: Tips for Public Library Generalists*. A.L.A., 2000.

Walter, Virginia A. *Output Measures and More: Planning and Evaluating Public Library Services for Young Adults*. A.L.A., 1995.

Young Adults and Public Libraries: A Handbook of Materials and Services. Edited by Mary Anne Nichols and C. Allen Nichols. Greenwood Press, 1998.

CITIZEN'S REQUEST FOR RECONSIDERATION OF
LIBRARY MATERIALS

The _____ Public Library has a standard procedure for citizens desiring that the library withdraw materials or relocate them within the library. In order for the book or other item to be formally reconsidered, this form must be completed. A copy of the library's materials selection policy will be made available to you upon request. Thank you for taking the time to provide this information.

Person making request: _____

Address: _____ Phone (H): _____Phone W): _____

_____ Zip code: _____

Format of item (e.g. book, video, etc.): _____

Title :_____

Author: _____

Publisher or Producer: _____

Do you represent yourself: _____ Group or organization: _____

Name of Group or Organization: _____

What specifically are your objections to this item? Please cite ages, examples, etc. _____

_____

_____

What do you believe might be the result of reading, hearing, or seeing this item? _____

_____

Is there anything good about this material? _____

What do you believe is the theme/purpose of this material? _____

What would you like the library to do about this material?
        ____Do not lend it to my child.
        ____Send it to the staff selection committee or department for reconsideration.
        ____ Other: _____

Signature: _____ Date:_____

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